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ABSTRACT

State educational reform plans during the last year have often included incentive programs for teachers and school administrators. A variety of terms are associated with the various plans--career ladders, differentiated staffing, pay for performance, and master teacher programs. Rewards may be based on outstanding performance in the classroom, extra duties, or extended contracts. They may take the form of bonuses, released time to attend meetings, sabbatical leaves,and grants for in-school projects. In many cases, the rewards involve movement up a career ladder with differentiated pay, status, and responsibilities. Some related issues and questions have been raised: (1) Do the programs involve statewide criteria or are they developed locally? (2) Who is included in the programs? (3) Are the programs tied to certification? (4) Are teachers required to perform extra duties for extra pay, to work extended contracts for extra pay, or receive extra pay for outstanding performance in the classroom or on the part of their students? and (5) What are the evaluation methods and evaluation criteria for the programs? Brief summaries are presented of actions initiated or in progress in 41 states, along with the names of some state contact persons. (JD)

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STATE ACTIONS: CAREER LADDERS AND OTHER INCENTIVE PLANS FOR SCHOOL TEACHERS AND ADMINISTRATORS

SP 025 742

AUGUST 1984

1340 Spring Street, N.W. • Atlanta, Georgia 30309 • 404 875-9211

SREB

Southern Regional Education Board

STATE ACTIONS: CAREER LADDERS AND OTHER INCENTIVE PLANS FOR SCHOOL TEACHERS AND ADMINISTRATORS

State educational reform plans during the last year have often included incentive programs for teachers and school administrators. A variety of terms are associated with the various plans--career ladders, differentiated staffing, pay for performance and master teacher or mentor teacher programs. All have one common purpose--rewarding teachers and administrators and providing incentives to enter and remain in the profession. Rewards may be based on outstanding performance in the classroom, extra duties or extended contracts. They may take the form of bonuses, release time to attend meetings, sabbatical leaves, grants for in-school projects and, in many cases, the rewards involve movement up a career ladder with differentiated pay, status and responsibilities.

As states are developing and moving to implement these programs, a number of related issues and questions are surfacing. First, do the programs involve statewide criteria and evaluations of performance, or are they developed locally, under either strict or loose state guidelines? Who is included--teachers and administrators, or teachers only? Are the programs tied to certification? Are teachers required to perform extra duties for extra pay, to work extended contracts for extra pay, or are they to receive pay for outstanding performance in the classroom? If evaluations are used in the process, who evaluates the teachers--the supervisor (school principal) or peers? Is it a team approach? Are teachers from outside or inside the same school included on the evaluation team? Is the progress of students taken into account in the evaluation of teachers? Are written tests a part of the overall plan for advancement to different levels when a career ladder is implemented?

There are as many approaches as there are plans. At this time, most of the state plans are in their initial stages or are being piloted on a limited basis. If the concept of career ladders is to succeed, states will have to closely monitor their own plans as well as gain from the experience of others.

This assumption led the Southern Governors' Association at its 1984 annual meeting to endorse a career ladder clearinghouse to be operated by SREB. The Southern Legislative Conference also endorsed the proposal. An important beginning to this organized sharing of information was Tennessee's sponsorship of a career ladder workshop chaired by Governor Lamar Alexander at the 1984 National Governors' Association annual meeting. Transcripts from that career ladder workshop are being prepared, and a roster of participants at the workshop will be distributed as a first step in the clearinghouse activities and as a means of building a network of persons working with incentive programs.

To provide initial information about the state-level plans, Lynn Cornett of the SREB staff has prepared a nationwide summary. Brief summaries of state actions relating to incentive plans for teachers and administrators are attached, along with names of some state contact persons. Information on 41 states is included. In several of the nine states not included, the issue is being discussed, but there were not reports of specific proposals or actions at this time.

Updates, corrections, or additional information on actions in the states are welcomed.

CAREER LADDERS OR INCENTIVE PAY PROGRAMS

Alabama

The Educational Reform Commission was established by the Alabama Education Reform Bill of 1984 to study key educational issues, including recommendations concerning the development of a career ladder and a merit pay plan for all regularly certified education professionals in the public schools. The Commission held its organizational meeting on August 9, with its first charge being to develop a career ladder plan. The plan is to be presented to the legislature by the fifth day of its 1985 regular session. The 15-member Commission is headed by the Governor. A state legislator will serve as vice-chairman; membership includes the state superintendent of schools, the executive director of the higher education commission, the executive director of the teachers' association, the state PTA president, and a number of educators and political officials.

Alaska

The state superintendent is proposing a plan in which outstanding schools would be rewarded on the basis of student achievement and other factors.

Arizona

The 1984 legislature appropriated $100,000 for grants to school districts for the development in 1984-85 of career ladder plans for teachers. The intent of the school legislation is for career ladders to be developed which would provide opportunities for professional growth and career advancement for teachers through a multi-level structure of teaching positions. Advancement to a higher level would require improved or advanced teaching skills, combined with additional responsibilities. Local school districts will be requested to submit career ladder proposals. These will be reviewed by an advisory committee for approval. Each district plan shall be developed in consultation with the district's teachers and outside persons as deemed necessary. Each career ladder plan will specify: how the plan is designed to improve student achievement, criteria of each level, and additional responsibilities, if any, for each teacher at each level. The evaluation procedures will include more than one measure of teacher performance, including student progress.

Arkansas

A bill to designate a limited number of master teachers was defeated in the 1983 regular session of the General Assembly. A committee appointed by the governor is studying issues related to teacher education, certification, and evaluation. The report of the committee is expected in late 1984.

California

Legislation in 1983 created the California Teacher Mentor Program. It is intended to encourage retention of exemplary teachers and to upgrade skills of new and experienced teachers. Mentor teachers are to be selected on the basis of exemplary teaching and will receive an additional $4000 for work with other teachers and for curriculum development. The primary responsibility of mentor teachers will continue to be classroom teaching. District participation is optional and up to 5 percent of a district's teachers may be designated as mentors. Some proponents see this plan as a first step in creating a variety of career ladders for teachers. District plans must include a selection committee to nominate mentor teachers for a three-year period by a selection process which includes classroom observation by administrators and teachers in the district.

Colorado

Several pieces of legislation relating to teacher evaluation and pay for performance were introduced during the 1984 session of the General Assembly; more legislation is expected for the 1985 session. One bill, which has already been enacted, calls for pilot programs on alternative salary policies to be developed in local school districts. "Alternative salary policies" refers to pay plans which take into account quality of performance, using criteria which may include demonstrated skill and knowledge, additional duties and responsibilities, and additional time requirements. These plans may include, but are not limited to, career ladders and master (or mentor) teacher programs. Proposals are to be submitted to the State Board of Education. Evaluations of the programs, which compare their potential effectiveness and potential for widespread use across the state, are to be submitted to the legislature.

Connecticut

The Distinguished Citizens Task Force on Quality Teaching recommended that the state should increase salaries and create career ladders as a part of an overall effort to attract and retain teachers. The Certification Advisory Council of the State Board of Education has recommended that four levels of certification be adopted, including a master teacher level. Teachers would be initially certified and complete a beginning teacher program before advancing to provisional, professional and master levels. To become master teachers, teachers would need 7 years of experience and would be required to demonstrate proficiency through a portfolio and through evaluations by outside persons. The proposals are under consideration at this time. Final recommendations will be made to the State Board of Education in October of 1984.

Delaware

A 1984 House Joint Resolution supported a recommendation of the State Task Force on Education for Economic Growth to develop a career development and accountability program for school employees. The governor has appointed the Education Improvements Monitoring Committee to develop guidelines for programs and to report back by January 1, 1985. The resolution suggests areas to be addressed, such as performance review systems for all employees, clearly defined instructional and non-instructional duties, and career ladders for teachers. Recommended are flexible salary structures, based on performance, experience, responsibility, years of education, and other factors, for school personnel; and formal performance review by peers and supervisors, using multiple information sources such as indicators of student progress, relations with peers and parents, and instructional techniques.

Florida

The Florida Omnibus Education Act of 1984 revised and clarified the legislation from the 1983 session on performance-based pay for teachers. Two programs have been outlined in detail--a master teacher program and a district quality instruction incentives program.

State Master Teacher Program:
The qualifications to participate in the program as an associate master teacher are:

1. 4 years of teaching experience (2 years in Florida).
2. A master's degree in an appropriate field, a certificate of vocational training, or the attainment of a superior score on a subject area examination. When appropriate subject area examinations are available, the examinations will supersede the degree or certificate requirement.
3. Superior performance, as evaluated by the principal, using an evaluation system approved by the State Board of Education.

The qualifications to participate as a master teacher are similar, except that the performance results must exceed those for associate master teacher status. The number of teachers who may qualify shall be determined by the annual appropriation.

District Quality Incentives Program:
Local programs will be developed and approved by the Department of Education. The state will fund programs which have been developed through a collective bargaining process in the local districts and submitted by October of each year for approval. The local program will have to provide for the expenditure of 50 percent of its funds to the meritorious schools program as outlined in the Act. The meritorious schools program will require that student progress at schools be recognized and provides for awards to be made to all personnel in a school. The balance of the funds can be used to provide other awards, such as ones based on superior evaluation results on an objective evaluation by the principal and teaching in high priority locations. All funds appropriated will be redistributed to districts which have developed plans.

The General Appropriations Act contains $30 million ($20 million for the district plans) to carry out the provisions of these programs.

Georgia

The preliminary report of the personnel committee of the Governor's Education Review Commission has recommended that, subsequent to providing an adequate base salary for teachers, a statewide career ladder for teachers be implemented. The system would create tiers from beginning teachers to the master level, with varying pay and responsibilities at each level. The career ladder would consist of three components: performance evaluation (based on factors relating to teacher performance, such as knowledge of subject matter and professional development); professional competence (academic degrees, training, professional contributions); and educational productivity (based on results and output measures of student learning, such as attendance, content mastered, attitudes, skill development of students). The preliminary recommendation is that the first two components be implemented initially, with educational productivity to be phased into the program. The final recommendations of the full Commission will be sent to the governor by December 1, 1984. The Georgia School Boards Association's Task Force on Education Reform has called for school boards to develop performance-based career ladder plans which stress teacher mastery of content matter, evaluation of the teacher's classroom performance, and evidence of the teacher's impact on student performance and attitude.

Idaho

The 1984 legislature appropriated $100,000 to develop guidelines for Teacher Excellence Programs. The legislation calls for the plans to be the option of local districts and be separate from teacher certification. Minimal conditions were stipulated, such as a career path with three or more levels, rewards to be made on the basis of extraordinary or innovative teaching, leadership or additional responsibilities, and opportunities for extended contracts. Teachers will advance on the basis of performance evaluations and may apply for and receive training grants. The plans, to be developed locally, will be submitted to the State Department of Education during the 1984-85 school year. It is expected that the 1985 legislature will be asked for funds to implement the plans.

Illinois

During 1984, the legislature funded a master teacher program that provided $1,000 stipends to 500 teachers in the state. Those teachers, chosen by regional committees, assumed the duties of instructing other teachers three days a year. The funding was not renewed for 1985; however, proposals for expansion of the program are expected to be included in the 1986 budget proposals.

Iowa

Task forces from the State Department of Education and the legislature are considering changes in certification and performance appraisal systems for teachers and other school personnel. It is expected that recommendations will be ready by early 1985.

Indiana

Discussions are underway concerning incentive plans for teachers. The 1984 legislature set aside funds for research and study. A gubernatorial advisory commission is examining incentive plans.

Kansas

Incentive plans for teachers are in the discussion stage, with the priority being across-the-board pay raises. The governor's recommendations to the 1984 legislature included an entry-year assistance program for beginning teachers. These teachers would be under the supervision of a team, one of whom would be a master teacher. Additional state aid would be required for travel expenses and for additional salary costs for the master teacher on the team. A bill to allow districts to establish state-funded merit pay plans for teachers was defeated, but more study was requested.

Kentucky

Legislation from the 1984 session of the General Assembly established a 25-member committee, appointed by the governor, to develop a plan for a voluntary career ladder for teachers, including an evaluation system for new teachers and teachers advancing on the career ladder. The committee is charged with submitting its plans by July 1, 1985. The committee recommendations will go to the legislature's interim joint Education Committee, which will propose legislation for the 1986 legislative session. The career ladder would not be implemented until approved by the General Assembly.

Louisiana

Legislation passed during the 1984 regular session of the legislature created the Career Ladder Commission to develop and submit to the governor, the state superintendent of education, and the Senate and House Education committees by January 15, 1985 a specific and complete career ladder plan for teachers in the public schools. The legislation requires that the plan have the potential to be implemented by the 1985-86 school year. The career ladder plan cannot be implemented without legislative enactment.

Maine

Legislation in 1984 changed the certification standards for education personnel. Teacher certification is divided into three levels--provisional, professional, and master teacher. To advance, a teacher must have experience at the previous level and recommendations by an approved support system which is to be created by the legislation. The support system is to be designed to provide support for teachers at the first level and assistance for teachers at all levels. This system is to provide for an action plan for each person, which shall describe the skills needed to receive a positive recommendation to advance to a higher level. Ten school districts will be awarded grants to pilot the legislation in 1984. Awarding extra pay is up to local districts.

Maryland

The Maryland Commission on Quality Teaching, in its 1982 report to the State Board of Education, recommended that ranks for teachers be created--with significant differences in salary levels--to encourage superior teachers to remain in the classroom. In addition, it recommended compensation for extra duties beyond regular teaching assignments. Legislation enacted in 1984, providing funding for the state's schools, included a provision that local districts should ensure that additional state education aid would result in demonstrated improvements in classroom instruction and student performance. That legislation specified that districts could allocate funds for master teacher, career-ladder, or other appropriate teacher incentive pay programs.

Massachusetts

Incentive plans for teachers who take on added responsibilities, such as chairing a department or working on in-service efforts, are part of an educational reform package which will be considered in the fall 1984 session of the legislature.

Mississippi

Included in recommendations made to the State Board of Education by a state task force on teacher education and certification was a professional development program which includes demonstrated on-the-job performance of teachers. This on-the-job assessment includes both teacher performance and student performance related to the objectives of a plan. The program includes a state salary schedule for educators who complete five-year professional development programs. The salary increments for professional development will be above those provided for advanced degrees and longevity.

Missouri

The State Board of Education's Teacher Advisory Council has appointed a subcommittee to study and report on teacher incentive plans. The report is due in late 1984. Previously, the Select Interim Committee on Education of the House of Representatives had recommended that incentive plans be examined.

Nebraska

Legislation in 1984 made changes in the present teacher certification process, including a four-tiered career ladder. The certification levels would include apprentice, initial, standard, and professional. The guidelines are being developed and implementation is expected in 1985.

New Jersey

A Governor's Task Force has outlined the guidelines for a 3-year pilot program to award master teachers $5,000 additional pay each year. The State Department of Education will select 5 districts which have submitted proposals during the 1984-85 school year; the programs will begin in the 1985-86 school year. Under the guidelines, district committees (composed of a majority of teachers) will select teachers who have been nominated. Teachers would have to be tenured and have 7 years of experience to qualify. The teachers will assume extra duties for the stipend but are required to remain in the classroom a majority of the time. Up to 5 percent of a district's teachers may be chosen. The program is not intended to supplement any ongoing programs of the districts. It will be managed and funded through the Department of Education during the pilot years.

New Mexico

The 1984 legislature requested that the issue of performance-based pay for teachers and administrators be studied, with a report due to the legislature in January, 1985. The 1984 legislation calls for the State Department of Education and the Office of Education, in cooperation with school districts, to develop plans to maximize the recruitment and retention of talented teachers. These efforts are to include incentive pay and performance-based salary schedules (or career ladders). Plans or progress reports are to be submitted, by January 1, 1985, by local districts for review by the State Board of Education. The Department of Education prepared an earlier study on performance-based pay. To date, no funding has been provided to implement plans.

New York

The State Department of Education is requesting proposals from districts to identify mentor teachers, who will function as in-service leaders in the districts.

North Carolina

The North Carolina 1984 General Assembly mandated a career growth program for teachers, principals, and other certified school administrators to give recognition and pay based upon experience, ability, and performance. The program is to include annual examinations, with peer participation from outside the local school unit, and will include at least five categories. The plan is to include opportunities to correct deficiencies and for dismissal if the person cannot or will not perform. The statewide effort is being influenced by the nationally-recognized career ladder plan being developed and implemented in the Charlotte-Mecklenburg School District. Future salary increments are to be an integral part of the career growth plan. The salary increases will follow implementation of pilot programs. The State Board of Education is to submit to the 1985 General Assembly a report of programs to be piloted in the 1985-86 school year. The legislation proposes that a statewide program be approved by the General Assembly and implemented by July 1, 1986.

Ohio

A 1983 report of the Ohio Commission on Educational Excellence recommended that teachers earn wages commenusurate with educational and responsibility levels. It further recommended that salaries be increased and opportunities be made available to keep teachers in the classroom. The recommendations are under consideration by the State Board of Education.

Oklahoma

The State Department of Education issued in 1983 a two-year contract to three districts to cooperatively develop a master teacher plan. The plan, being implemented this year, specifies criteria which must be met by teachers, including additional responsibilities for extra pay. It is proposed that a committee of teachers from outside the district of the teacher applying for master status would make the final decision on whether or not a teacher is granted master teacher status. Another program, the statewide entry-year assistance program for beginning teachers, which has been in effect for several years, utilizes a teacher consultant on a three-member team which assists the beginning teacher. The teacher consultant is paid a $500 stipend from the state. Discussions are underway in state committees concerning a statewide career ladder for teachers.

Oregon

The Oregon Plan for Excellence, adopted by the State Board of Education in June 1984, includes recommendations for improving the effectiveness of teachers and administrators. In addition to creating performance evaluation systems and staff development programs, the Department of Education will develop models for staff compensation plans. These compensation plans will recognize contributions to improved school performance, or the assumption of increased responsibilities, as in career ladder plans. The time frame calls for the development and testing of plans beginning in the 1984-85 school year.

Pennsylvania

The Department of Education will award $4 million in grants to local school districts this year for locally-developed efforts to recognize outstanding teachers, to improve instruction through training, to fund new programs developed by teachers, or to provide other incentives for teachers. This is part of a comprehensive package proposed by the governor. The grants are non-competitive, with distribution based on the number of professionals and dollars in the district. Guidelines, to be prepared by the Department of Education, were to be ready by August 1984.

South Carolina

One of the provisions of the South Carolina Education Improvement Act of 1984 calls for a teacher incentive program to be developed to reward teachers who demonstrate superior performance and productivity. Legislation provided nearly three-quarters of a million dollars, over two years, to fund pilot programs for the development of career ladders for teachers and programs to reward schools and districts based on criteria such as student achievement and attendance.

South Dakota

A merit pay plan for teachers was defeated in the 1984 session, but a resolution called for study of incentive plans. A joint committee of the State Board of Education and the State Board of Higher Education is currently preparing a set of recommendations on issues in education, including teacher compensation and certification. The recommendations are expected to be ready for the 1985 legislative session.

Tennessee

The Tennessee Comprehensive Education Reform Act of 1984 includes a career ladder for teachers, principals, assistant principals and supervisors. An Interim Commission was established to develop the evaluation methods to be used in the program. The legislation outlines the criteria and procedural rules for the evaluation methods to be established. Observations and assessments for all levels through Career Level I are to be by local education agencies. A trained team will evaluate other levels. At least one member of the team must be from the same general grade or subject area as the teacher being evaluated. A State Certification Commission was established to be responsible for the administration of the certification and evaluation program provided for in the Act. Three Regional Commissions are to be created to review and act upon all applications, to assign evaluation teams, and to evaluate persons applying for certification as apprentice teachers. All certification is tied to career ladder steps, and the program will begin during the 1984-85 school year.

Career Ladder for Teachers:

Probationary teacher--1 year, certificate not renewable. Passing score on examination, supervision by 2 tenured teachers, and evaluation by state-approved standards. The local board recommends a teacher for the next level.

Apprentice teacher--3 years, not renewable--10 month contract--$500 supplement. Multiple evaluations (at least 1 per year), state-conducted evaluation during last year, specific plan to correct deficiencies, assistance in skills development by Career Level II and III teachers.

Career Level I--5 years, renewable--10-month contract--3 years at apprentice teacher level--$1,000 supplement. Completion, by persons with a bachelor's degree only, of 1 upper-level academic course each 5 years (3.0 G.P.A), continuous evaluations (at least twice according to state standards), state-conducted evaluation during last year of certificate. These teachers can be assigned to assist student interns and probationary teachers.

Career Level II--5 years, renewable--5 years at Career Level I---10- or 11-month contract--$2,000 and $4,000 supplements. Same academic and evaluation requirements as Career Level I teachers. Work with remedial or gifted students, supervise student interns and probationary teachers, and work with curriculum development and staff improvement activities.

Career Level III--5 years, renewable--5 years at Career Level II--10-month contract, $3,000; 11-month contract, $5,000; 12-month contract, $7,000. Same academic and evaluation requirements as Career Level II teachers. These teachers will assist in skills development of Career Level I teachers, work with remedial or gifted students, and curriculum and staff improvement activities.

Provisions have been made so that during the 1984-85 school year, teachers presently in the system will have an opportunity to enter the ladder at appropriate career levels. The requirements include options such as testing or staff development. Teachers may try the career ladder system and return to the standard system. If this is done, however, a teacher may not opt a second time for the career ladder track.

Career Ladder for Principals, Assistant Principals, Supervisors:

Provisional Level--3 years, nonrenewable--8 years of experience as teacher or supervisor. Completion of requirements as defined by State Board of Education for principals and assistant principals. These persons must undergo an administrative competencies evaluation and attend the Principal-Administrator Academy at least once every 5 years.

Career Level I--5 years, renewable--current principals must have 3 years of experience to enter this level, new principals need 1 year at provisional level; supervisors need 3 years as provisional supervisor or current supervisors employed as such for three years--11-month contract--$4,000 supplement. Same requirements as provisional level persons.

Career Level II--5 years, renewable--current principals must have 8 years of experience, new principals need experience in administrative position for 5 years--12-month contract--$7,000 supplement. Same requirements as at other levels.

Career Level III--5 years, renewable--current principals must have 8 years of experience, new principals need experience in administrative position for 5 years--12 month contract--$7,000 supplement. Same requirements as other levels.

Texas

The Texas Education Reform Bill passed by a special 1984 legislative session established a four-step career ladder plan for teachers. Teachers are to be consulted in developing the appraisal process and performance criteria. All new teachers and current teachers will begin at career ladder level one in 1984. Supplements for other levels are: level 2--$2,000; level 3--$4,000; level 4--$6,000. Each level requires a specified number of years in the previous level, higher education coursework or advanced training, and a specific level of performance.

The performance of teachers is to be evaluated on a statewide instrument based on job-related behavior, including teachers' implementation of discipline management procedures. Two appraisers are to be used in the process--first, the teacher's supervisor; the second appraiser will be a teacher (generally not a teacher at the same school). Appraisers will be trained and certified by the state. Teacher self-appraisal will also be a part of the process. Each district will use the process to determine career ladder level assignments for teachers.

To reach the master teacher level (level 4), a teacher must meet the necessary standards on a master teacher comprehensive examination. This examination is to include oral and written tests and other assessment instruments. Among the duties to be included for master teachers are supervising student teachers and acting as department heads. The master teacher is to be retained in the classroom as much as possible and shall not be assigned the duties of an administrator.

Utah

The 1984 legislation provided $15.2 million for a career ladder system to be implemented in 1984-85. Districts will structure the systems, which must be based on effective teaching performance, with input from teachers and the community. The performance is to be evaluated using formal evaluations and student progress. Plans may include extended contracts, or additional duties, such as supervision of beginning teachers and curriculum development. Administrative duties are not included in instructional-related activities. District plans will be approved by the State Board of Education and must include the methods of evaluation to be used to select teachers for advancement on the career ladder.

Vermont

Proposals are in the developmental stages, with legislation expected to be introduced in 1985. Discussions include upgrading the teaching profession through changes in standards, which would possibly include a career ladder linked to certificatio...

Virginia

The 1982 General Assembly requested in a resolution that the Board of Education determine the feasibility of differentiating compensation for outstanding teaching. The department reviewed the subject and the governor established a special advisory committee to make recommendations on master teacher, or pay for performance, plans. The committee proposed that plans for recognizing, identifying, and rewarding exemplary teachers be developed locally by administrators, teachers, and members of the community. Under the guidelines approved by the State Board of Education, the career ladder plans include four levels--probationary, teacher, senior, and master. Advancements to senior or master levels are to be attained by performance assessment and selective promotion. Promotions are to be determined by the school board in the local district. Three sources of income are available--the basic salary, salary by advancement on the career ladder, and additional rewards available beyond the probationary level through the pay-for-performance plan. Suggested increments with advancement on the ladder are $5,000 for senior level and $8,000 for master level. Criteria to advance include effective teaching performance, which may include performance evaluations, and evidence of student growth. A committee is to be appointed from administrators and teachers in the district to make recommendations on promotions. No quotas are established for the levels; however, needs and budgets of a district will determine the number of teachers selected in each category. $500,000 was appropriated for the 1984-86 budget period for funding pilot plans. Six districts were selected in May 1984, for two-year pilot projects.

Washington

A Task Force appointed by the state superintendent of education has made recommendations on teacher incentives and on mentor teacher programs. State department personnel are pursuing plans on these subjects, with recommendations to be presented in September 1984, and to be considered by the State Board of Education in late 1984. It is expected that the plans will be tied to teacher certification.

West Virginia

An Advisory Committee on Evaluation and Incentive Programs was established by the State Board of Education to study and recommend directions for incentive programs, such as career ladders, school-based incentive programs, and individual incentive programs. The Committee's report was released in June 1984. The Committee identified components in all effective evaluation processes (realizing that different evaluations would need to be employed for teachers, administrators, etc.). A framework of evaluation guidelines was designed for use by local units. Principals are to be responsible for evaluations within a school. Incentive plan guidelines were also established, with a recommendation that all local models be state-approved. Guidelines for the incentive systems include the following eligibility criteria: evaluation, longevity, and references (three--one of whom is a peer). Locally determined criteria for awarding incentives must include student performance indicators (such as honors, participation in activities, student achievement beyond expectations, demonstrated opportunity to achieve learning outcomes), staff development related to job performance, curriculum development, and attendance of personnel. In addition, optional criteria are included: professional services, research by teachers and administrators, service to community and participation in professional opportunities. Incentives may include bonuses, sabbatical leaves, scholarships, and eligibility to apply for "teacher of the year".

The State Board of Education will discuss the recommendations of the Committee and adopt an Evaluation and Incentive Policy in the Fall of 1984. The evaluation and incentive programs would become operational in September 1985, if approved by the State Board of Education. State and foundation funding would be used to establish an Evaluation and Incentive Academy to assure continuation of progress.

Wisconsin

The Task Force on Teaching and Teacher Education recommended, in January 1984, that a career ladder linked to certification be established, with additional salary increments for the top two levels to be paid by the state. In addition, they recommended a statewide system of merit pay be established, based on teaching performance. The Wisconsin Teaching Incentives Project was awarded a planning grant by the U.S. Department of Education to establish a teacher incentive program to improve the quality of elementary and secondary education. The goal of the project is to improve the quality and attractiveness of teaching through career ladder structures, differentiated pay and/or responsibilities, and non-salary recognition for teachers. Guidelines have been distributed to school districts for proposals to be submitted during 1984. Funding will be requested from the 1985 legislature for 10 pilot projects to be chosen from the district proposals. The options for school districts and possible standards have been outlined for the associate teacher, professional, career, and teacher specialist levels. The career teacher and specialist would be the two most advanced levels; the career teacher would spend full time in the classroom, and the specialist would spend half time in duties such as staff development and curriculum projects. Incentives for teachers might include attendance at state and national conferences, sabbatical leaves, pay or stipend for advanced training, extended employment, grants for projects, or cash awards.

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